DOCUMENT RESUME

ED 170 284 SP 014 243

AUTHOR Williamson, John A.; And Others
TITLE A Field Based Teacher Education Program: From Neophyte to Accomplished Professional.
PUB DATE 79
NOTE 13p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Course Descriptions; Experiential Learning; *Field Experience Programs; *Preservice Education; *Sequential Programs; Student Teaching; *Teacher Education Curriculum; Teacher Programs; *Teaching Experience
IDENTIFIERS North Texas State University

ABSTRACT

This paper describes the sequence of field experiences from the freshman level through graduate experiences in the teacher program at North Texas State University. Four specific areas of the program are outlined: (1) prestudent teaching experiences in early childhood, elementary, and secondary education; (2) undergraduate field experiences required for certification areas other than elementary and secondary; (3) student teaching; and (4) graduate field experiences. A brief overview of each of these areas is provided, as well as a list of course offerings and the field experiences required in each course. (DS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED170284

A FIELD BASED TEACHER EDUCATION PROGRAM: FROM NEOPHYTE TO ACCOMPLISHED PROFESSIONAL

by

John A. Williamson, North Texas State University
Gary Anderson, North Texas State University
Peter Gilman, North Texas State University
Betty Mason, North Texas State University

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
John A. Williamson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SP 014243

North Texas State University provides students with numerous unique field experience opportunities during every phase of the teacher education program. The experiences assist freshmen through graduate students to determine their affinity for and interest in teaching as a career. The field program is broken down into four areas: (1) Pre-student teaching experiences in Early Childhood, Elementary and Secondary Education; (2) Undergraduate field experiences required for Certification Areas other than elementary and secondary; (3) Student Teaching; (4) Graduate field experiences. All assignments for all the field experiences are made in the office of Student Services in the College of Education.

This paper describes the sequence of field experiences from the freshman level through graduate experiences at North Texas State University. In each section there will be a brief overview of each program and its goals. Each description will be followed by a list of course offerings, the course title and a brief description of the field experience required in the course. The following key will provide assistance in understanding the coding below the course offerings.

KEY

F	Formal evaluation
I	Informal evaluation
O	Observation
P	Participation (tutorial, small group, aide)
S	School/Agency supervision
T	Total class responsibility
U	University supervision
*	Elective

Pre Student Teaching Field Experiences in Early Childhood, Elementary and Secondary Education

The faculty in Early Childhood, Elementary and Secondary Education support the premise that theory and practice must be combined in teacher training. Each division stresses early laboratory experiences and capitalizes on the experiences in the university classroom through discussion of the field experiences. The first education course (EDUC 162) is offered at the freshman level with all other courses being taught when students are juniors and seniors. The most extensive experience in the public school is provided in "Laboratory Experiences in the Elementary School" (60 hour minimum) and in "The American Secondary School" (30 hour minimum). There are also special alternatives at both levels where some of the students receive additional field experiences. Early Childhood provides field experience in the day care, nursery school and public school settings. The course listings are below.

Course	Title	Description
EDUC 162 (3) (O, I, U)*	General Psychology for Teachers	One full day is spent in a public school classroom participating in activities in which the teacher is involved.
	ELEMENTARY EDUCATION	
EDEE 331 (3) (O, P, I, S)	Child Growth and Development	Minimum of 16 hours field experience with a child/children in a non-public school setting.
EDEE 337 (3) (O, P, F, S)	Laboratory Experience in the Elementary School	Minimum of 60 hours of a supervised, structured, participatory experience in a public elementary school
EDEE 433 (3)	Science for Children	Three 30 minute mini-lessons taught in public elementary school.

EDEE 332, 337, 433, 480 (12) (O, P, F, S, U)*	Alternative Elementary Education Field Experience Block	An experimental elementary education program. Students enroll in four courses. The course content is taught at on and off campus sites with two days a week devoted to supervised participatory experiences in public school classrooms. Directed activities extend classroom instruction.

EARLY CHILDHOOD EDUCATION

EDEC 336 (3) (O, P, I, S)	Introduction to Early Childhood and Kindergarten Education	15 to 20 hours contact with early childhood or kindergarten age children in an organized educational setting (nursery, day care or public school).
EDEC 448 (3) (O, P, I, S)	Early Childhood: Development and Learning	15 to 20 hours contact with early childhood age children in an organized educational setting (nursery, day care, or public school). Should be a different setting than assigned in EDEC 336.
EDEC 449 (3) (O, P, I, S)	Early Childhood and Kindergarten Education: Curriculum	20 hours contact in a public school at the kindergarten or primary level with particular attention directed to curricular implementation.

SECONDARY EDUCATION

EDSE 343 (3) (O, P, F, S)	The American Secondary School	Minimum of 30 hours in a supervised, structured, participatory experience in a public secondary school.
EDSE 407 (3) (O, P)*	Teaching the Culturally Different in the Secondary School	Minimum of 3 hours interviewing of lower income family members in their community setting.
EDSE/EDEE 480 (3) (O, P, F, S, U)*	Studies in Education: Co-op Teacher Aide	Students work as full-time paid aides in a public school for a semester.
EDSE 345, 349 (6) (O, P, F, S, U)*	Alternative Secondary Education Field Experience Block	An experimental team approach. Students enrolled in these two courses will spend two days a week for 16 weeks in a public secondary school.
EDSE 345, 349, 405H, 410H, 411H, (15) (O, P, T, F, S, U)*	Field Based Secondary Education Student Teaching Block	Two secondary field based programs are available, one in an inner-city setting the other in a large urban area. Students participate in 9 semester hours of course work and 6 hours of

student teaching. Extended periods of time (12 hours per week) are spent in secondary school classrooms in conjunction with the three content courses. This participation blends with and leads to eventual fulltime student teaching.

Undergraduate Field Experience Required for Certification

Areas Other Than Elementary and Secondary

All certification areas of the university use the Office of Student Services in the College of Education for assignments in field experiences in the public schools. The areas of Certification are Art, Guidance Associate, Home Economics, Music, Physical Education, Speech, Special Education, and Library. The following list outlines the course offerings and field components.

ART (All-Level)

Art 251 (3) (O, P, F, U, S)	Materials and Procedures for Art Education	12-15 hours of observation and participation in public schools.

GUIDANCE ASSOCIATE

EDSS 455 (3) (O, P, F, U, S)	Pre-Practicum	10 hours field experience in school setting.
EDSS 456 (3) (O, P, F, U, S)	Guidance Practicum	240 hour practicum in elementary and secondary guidance setting.

HOME ECONOMICS

HOEC 150 (1-3) (O, P, F, U, S)	Field Experiences in Home Economics	50-55 hours of field experience in schools for 1 hour credit
HOEC 350 (1-6) (O, P, T, F, U,S)	Advanced Field Experience in Home Economics	50-55 hours of field experience in schools for 1 hour credit.

MUSIC (All-Level)

Music 331C (3) (O, I, U)	The Teaching of Music at Elementary Level (Choral)	1-3 days observation of choral music in schools.
Music 332C (3) (O, I, U)	The Teaching of Music in Junior and Senior High Schools (Choral)	1-3 days observation of choral music in schools.
Music 331I (3) (O, I, U)	The Teaching of Music at the Elementary Level (Instrumental)	2-3 days observation of instrumental music in schools.
Music 332I (3) (O, I, U)	The Teaching of Music in the Junior and Senior High Schools (Choral)	Up to 9 days of participation in schools.

200 level course being planned for early career exposure which will include observation.
(O, I, U) (3)

PHYSICAL EDUCATION (All-Level)

PHED 192 (3) (O, P, I, S)	Foundations of Physical Education	20 hours volunteer work in elementary or secondary school or other setting.
PHED 239 (3)	A Movement-Problem Technique for the Young	Observation and participation with school children.
PHED 384 (3)	Developmental Motor Patterns in Early Childhood	Observation and participation with nursery school children.
PHED 237 (3) (O, P, I, U)	Physical Education for Youth in the Schools	Observation and Participation with invited school children.
PHED 393 (3) (O, P, I, U)	Basic Movement Experiences for the Primary Age Child	Observation and participation with invited school children.
PHED 394 (3) (O, P, I, U)	Movement Experiences for Youth, Grades 4-8	Observation and participation with invited school children.
PHED 385 (3) (O, P, F, U)	Practicum: Laboratory Experiences with children 2.6 to 5.6 years of age.	Pre-school practicum with children 2.6 to 5.6 years held on campus.

PHED 395 (3) (O, P, F, U)	Practicum: Laboratory Experiences with children 5.6 years and above	Elementary movement practicum (5.6 to 14 years) held on campus.

SPEECH (All-Level)

Speech 305 (3) (O, P, F, U)	Speech Pathology: Articulation and Language	Practicum in clinic on campus--observing, counseling, testing, and providing therapy
Speech 306 (3) (O, P, F, U)	Speech Pathology: Cleft Palate and Voice	Practicum in clinic on campus--observing, counseling, testing and providing therapy
Speech 307 (3) (O, P, F, U)	Methods of Clinical Audiology	Practicum in clinic on campus--observing, counseling, testing, and providing therapy
Speech 406 (1-3) (O,P,T,F,U,S)	Clinic in Speech Pathology and Audiology	Observation and participation up to 100 hours in schools.

SPECIAL EDUCATION

EDSP 330 (3) (O,P,T,F,U,S)	Practicum: Utilization Level	35 hours - practicum public school, state school, private facility 40 hours - practicum public school, state school, private facility
EDSP 350 (3)	Practicum: Implementation Level	70 hours - practicum public school, state school, private facility
EDSP 443 (3) (O,P,T,F,U,S)	Advanced Practicum	70 hours - public school

LIBRARY

LIBR 411 (3) (O,P,F,U,S)	Practice Work in School Libraries	120 hours in library-learning resource center in public school setting.

STUDENT TEACHING

Student teaching is a culminating activity for undergraduate students which provides the university student with direct experiences involving elementary and/or secondary students under the supervision of a professionally certified teacher as well as a staff member from North Texas State University. Supervised student teaching constitutes six semester credit hours and involves a minimum of eight weeks of full-time experience in a school setting.* At the satisfactory completion of student teaching, the individual is recommended by the university and certified by the Texas Education Agency to teach at the grade level (elementary) or in the subject area (secondary) indicated.

*Exception - one elementary program provides for one-half day student teaching for 16 weeks.

SECONDARY

Student teaching is generally done in the first teaching field, although all student teachers must have two teaching fields. Secondary student teaching is offered for eight weeks, all day, during either the first or second half of each semester.

ELEMENTARY

Elementary student teaching is part of a "block" of courses; i.e., EDEE 316 Reading and the Language Arts, EDEE 434 Social Studies in the Elementary School, EDEE 405E Seminar for Student Teachers. Elementary student teachers take all three courses on campus during the first part of the semester from the same instructor, and they student teach during the second part of the semester under that instructor's supervision.

An alternative "morning only" plan of student teaching is available only to those university students doing their student teaching in Denton. It involves 16 weeks of student teaching in the morning. If the "morning only" plan is chosen, the student teacher must enroll in EDEE 405E Seminar for Student Teachers with the faculty member who supervises his/her student teaching.

ALL-LEVEL

The length of student teaching for all-level certification will be equally divided between a secondary assignment and an elementary assignment, and is available to students in the following areas: Art, Music, Physical Education, Speech Pathology and Audiology.

KINDERGARTEN/ELEMENTARY

Length of student teaching will be equally divided between kindergarten assignment and an elementary assignment.

KINDERGARTEN

A special program is available for one who holds a teaching certificate and desires to receive a kindergarten endorsement. Three semester hours credit is granted for satisfactorily completing approximately 120 clock hours in a kindergarten setting.

The following list shows the course offerings with a description of the experience.

EARLY CHILDHOOD

EDEC 410K (3) (F,S,T,U)	Student Teaching in the Kindergarten	Supervised Student Teaching All-Day for four weeks or half-day for eight weeks

ELEMENTARY

EDEE 410E-411E (6) (F, S, T, U)	Student Teaching in the Elementary School	Supervised Student Teaching all-day for eight weeks. Exception: Student teaching in Dallas requires nine hours of course work plus student teaching to be done entirely in Dallas.

ELEMENTARY/KINDERGARTEN

EDEE 410E-EDEC 410K (6) (F, S, T, U)	Elementary/Kindergarten Student Teaching	Supervised student teaching all-day for eight weeks equally divided between an elementary assignment and a kindergarten assignment

SECONDARY

EDSE 410H-411H (6) (F, S, T, U)	Student Teaching in the Secondary School	Supervised student teaching all-day for eight weeks. Exception: Student teaching in West Dallas Teacher Education Project requires students to take nine hours of course work plus student teaching entirely in Dallas. Exception: Student teaching in Ft. Worth Teacher Project has same requirements as WDTEP.

ALL-LEVEL

EDSE 410H-EDEE 410E (6) (F, S, T, U)	All-Level Student teaching	Supervised student teaching all-day for eight weeks equally divided between a secondary assignment and an elementary assignment.

Graduate Field Experiences

Some of the Masters Programs and most of the Doctoral Programs in Education require a Practicum or Internship for completing the degree. The following list shows the Program Area and briefly describes the field experience.

COUNSELOR EDUCATION

EDSS 569 (3) (O,P,T,F,S,U)	Practicum in Counseling	240 hours of counseling experiences with a variety of clients.

ELEMENTARY, EARLY CHILDHOOD AND READING EDUCATION

EDEE 603 (3-6) (O,P,T,F,S,U)	Practicum, Field Problem or Internship	Supervised professional activities in the elementary school.
EDEC 603 (3-6) (O,P,T,F,S,U)	Practicum, Field Problem or Internship	Supervised activities in an early childhood setting.
EDRE 603 (3-6) (O,P,T,F,S,U)	Practicum, Field Problem or Internship	Supervised professional activities in Reading Education.

HIGHER AND ADULT EDUCATION

EDHE 603 (3-6) (O,P,T,F,S,U)	Internship	Supervised activities in College Teaching (120-240 hours).
EDAE 603 (3-6) (O,P,T,F,S,U)	Internship	Supervised activities in agencies or educational settings (120-240 hours).

MULTI-CULTURAL EDUCATION

EDUC 603 (3-6) (O,P,T,F,S,U)	Internship	Supervised activities in multi-cultural settings.

OCCUPATIONAL AND VOCATIONAL EDUCATION

EDVT 603 (3-6) (O,P,T,F,S,U)	Internship	Supervised activities in a variety of occupational settings (120-240 hours).

PUBLIC SCHOOL ADMINISTRATION AND SUPERVISION

EDAD 603A (3-9) (O,P,T,F,S,U)	Internship	Internship under practicing school administrator (200 hours).
EDAD 603S (3-9) (O,P,T,F,S,U)	Internship	Internship under school superintendent (200 hours).
EDAD 603D (3-9) (O,P,T,F,S,U)	Practicum	Professional activities in various settings (200 hours).

RECREATION AND LEISURE STUDIES

RECR 586 (3-9) (O,P,T,F,S,U)	Practicum in Leisure Services Management	Supervised professional activities in recreational settings (200 hours).
RECR 588 (3-9) (O,P,T,F,S,U)	Practicum in Special Populations	Supervised professional activities Supervised professional activities and experiences (200 hours).

SECONDARY EDUCATION

EDSE 603 (3-6) (O,P,T,F,S,U)	Practicum, Field Problem or Internship	Supervised professional activities in Secondary Education (120-140 hours).

SPECIAL EDUCATION

EDSP 524 (3) (O,P,T,F,S,U)	Parent-Professional Communication Strategies	Practicum in the use of communication models in relating to parents and other professionals (60-180 hours).
EDSP 541 (3) (O,P,T,F,S,U)	Advanced Practicum: Physical and Sensory Impairments	Demonstration of professional competencies during 110 hours of supervised activities in educational settings.
EDSP 542 (3) 543 (3) 544 (3) (O,P,T,F,S,UO	Advanced Practicum: Secondary Resources, Elementary Resources, and/or Children with Moderate and Severe Intellectual Impairments	Demonstration of competencies in any or all of three components in practical setting.
EDSP 603 (3-6) (O,P,T,F,S,U)	Practicum, Field Problem or Internship	Supervised professional activities in a field component (120-240 hours).